

ID and SCORM

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design is choice under constraint

instructional design

making instructional choices under a
set of constraints

but... choices are constraints
they cascade



the “in vogue” constraints

- any time
- any place
- scalable (should be “any person”)
- standards conforming

the “in vogue” solutions

- The Centralized / Top-down Camp:
 - Intelligent tutoring systems
 - Automated LO assembly systems
 - Advanced visualization techniques
 - Semantic web / structured taxonomic work
 - Simulations
 - Computer-adaptive testing

the “in vogue” solutions

- The Decentralized / Bottom-up Camp:
 - Large scale self-organizing social systems
 - Content creation / adaptation
 - Collaborative problem solving / Learning support
 - Content distribution by syndication / P2P
 - Massively Multi-player Online games (MMOs)
 - Folksonomies and emergent classification
 - Reputation management & social trust metrics

the “right” solution

a mix of both depending on constraints

instructional designer vs terrorist?

A. I don't know what all the mystery is about. I'm on the Web all day long.

B. That's actually a pet peeve of mine, people who call the Web the Internet and vice versa. The Internet is an inter-networking of computers that speak a common language, TCP/IP. [There are other low-level protocols, but this is the most influential.] Several higher-level protocols run on top of TCP/IP -- SMTP, POP3, and IMAP (email), FTP (file transfer), NNTP (newsgroups), and oh yes, HTTP (the web). The Internet is a platform on top of which run several services. Web-related services are only one of the many things that happen on the Internet. But a little knowledge of the history of the Internet will help clear up misconceptions like these. Read Bruce Sterling's [Short History of the Internet](#) before the week is out.

A [reeling]. Whoa turbo. I didn't want a CS lecture.

B. You didn't want one, but you probably needed one. Also look through:

- [Hobbes' Internet Timeline](#) and
- [A Chronology of Computer History](#)

By no means comprehensive, but these will get you started.

A. Ok, I'll admit I've got some things left to learn about the Internet. But you never answered my question -- what is "social software"?

B. "Social software" is software that allows people to interact with each other over the Internet; it's a whole family, genre, or milieu of software.

A. Swell. Could you be more specific, and avoid the foreign words, please?

B. Social software is software that lets people interact with each other, whether through [spoken](#) or [typed](#) conversation, [stigmergetic](#) interaction, or indirect contact by [railgun](#) [winks to a student in the back]. Understanding the ways in which people use social software is the primary goal of this class. When and if that happens for you personally, you'll then be ready to take that understanding and design and build effective [and, I might add, cool] instructional technologies that utilize the Internet.

SCORM: one set of constraints

- must be web-based,
 - must be delivered asynchronously,
 - content must talk to the LMS, etc.
-
- (there are other ways of getting the anys)

it's not about people learning
more, better, or faster

those outcomes have nothing to do with
the constraints SCORM places on design

then why constrain ourselves?

SCORM enables interoperability
and distance deliverability
(but NOT reusability)

first, do no harm

does SCORM preclude you from
doing something? if you feel it does,
have you been sufficiently creative?
(probably not)

so what is innovative instructional
design in a SCORM world?

figuring out how to actually get the
instructional job done within the
constraints of SCORM

WoSS&N

a showcase for innovative
instructional design in SCORM

WoSS&N

- Straight up didactic
 - Collaborative learning
 - Simulations
 - Intelligent tutoring systems
-
- Any person, rural area access

working code trumps all theory

working instruction in SCORM
trumps all theory

“working instruction”

≠

XML validates!!!

working instruction actually supports learning

Thank You

<http://wiley.ed.usu.edu/>

<http://oslo.usu.edu/>